



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

The method used in securing the data is not given concretely. As the author says, "It is difficult to write suggestions, because as soon as written they appear very rigid and lacking in adaptability." The general summary gives ten statements which illustrate this difficulty and also confirm the suspicion one has in reading the preface that recent workers on this topic have overrated, by no means our need, but at least the recentness of the discovery and the value of the development. The "entirely new light" (p. viii) which the editor of the series values for its "newness" (p. xi) and its contribution which is "more than any other document now in print" (p. xii), does not seem to be as novel or as luminous as we had hoped. We are grateful to the author for co-ordinating material on the subject and look forward to Dr. Frank McMurry's *How to Study and Teaching How to Study* for additional material.

One serious defect in the present book arises from the incidental method in which the thinking of children of primary grades is referred to. It may be too strong to say that it seems as if, according to the author, the earlier years could be left to the older more formal ways, but there certainly is not much reference to the basal work done in the recognition of the type of logical thinking appropriate to this stage as illustrated in the reports of Dr. Dewey's work at Chicago.

To many of us the present movement would be made more serviceable if it were less segregated. For some time we have recognized two planes of evolution—one that of brute experience, growth, and development by hard knocks through which one learned at great risk and expense, and a second in which consciousness is able to project a problem and then to try this out by means of the expenditure of a much more limited amount of energy and material. This latter is seen in the best laboratory work. This new light on study seems to have an important connection with this larger movement and would gain, I believe, by relation to it rather than by separation.

FRANK A. MANNY

KALAMAZOO, MICH.

Ethical and Moral Instruction in Schools. By GEORGE HERBERT PALMER; *Self-Cultivation in English.* By GEORGE HERBERT PALMER. "Riverside Educational Monographs." Houghton, Mifflin & Co. Each 35 cents, net, postpaid.

These three essays have been of great service to many parents and teachers. The second volume *Self-Cultivation in English* has been more accessible than the others and from the nature of its subject has had more direct influence in schools. The mature thought of a man of knowledge and power in the two great fields of philosophy and literature cannot but be of value when formulated about these practical subjects. Professor Palmer lays great stress upon habit-formation and his discussion is a needed corrective of the tendency to over-stress direct and formal ethical instruction. He does not, however, seem to make clear that just as in every act of perception there is involved a judgment; so the life of the child before adolescence, while clearly having its major activity on the plane of memory and habit, requires very careful and adequate attention to its real needs in higher psychical functions as judgment and reasoning. One can account a function as minor for a time without agreeing to its neglect. The idealistic dualism that brings judgment in as practically a new element at adolescence is too easy a way out.

FRANK A. MANNY

KALAMAZOO, MICH.